

LESSON PLAN TEMPLATE

Lesson Title	Mastering Intrapersonal and Social Discourse
Learning Area/s	Effective Communication
Name of Teacher/s	Richard Raqueno
Grade Level and Section	Grade 11-Tambayan
No. of Sessions	2 Sessions
References	Lesson Exemplar (LE), Learning Activity Sheets (LAS)
Declaration of AI use	This lesson plan was co-created using Gemini AI to assist with unpacking competencies into a 2-session learning design, structuring activities, and assessment formulation.

Intentions.

Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson – keep it clear and simple.

Learning Competency and Curriculum Standards:

Learning Competency:

- Compose well-structured personal, interpersonal, social, and cultural communication, showing awareness of audience and purpose (e.g., reporting observations, narrating experiences, articulating opinions, advocacy posts).
- Engage in intrapersonal communication (e.g., diary writing, journaling, building a social media profile) to reflect on learning and experiences, set goals, and establish an online presence while safeguarding privacy.

Content Standards:

The learners demonstrate effective communication in personal, interpersonal, social, and cultural contexts through spoken, written, and multimodal forms; they understand that interaction patterns are adaptive, collaborative, and reflective of social roles, group norms, and cultural diversity; and that trust-building, emotional reciprocity, contextual understanding, openness, intercultural sensitivity, inclusive language, and ethical considerations foster meaningful relationships and respectful engagement with diverse communities in both physical and digital spaces.

Performance Standards:

	The learners are able to perform specific roles in controlled and uncontrolled personal, interpersonal, social, and cultural communication events; engage in intrapersonal communication, including goal-setting, reflection, and journaling; participate in extended conversations and discussions on a variety of personal, interpersonal, social, and cultural topics; provide short and extended responses to questions pertaining to the content and intent of conversations and correspondences; produce short and extended personal and interpersonal correspondence in formats such as letters, email, texting and messaging, and social media posts; participate in communicative events involving diverse social and cultural groups with sensitivity to cultural norms and social practices; and produce spoken, written, and multimodal texts such as public service announcements, opinion pieces, cultural narratives, community blog posts, and reflective commentaries that promote inclusive and ethical social communication.	
	Session 1	Session 2
Learning Objectives:	- Define intrapersonal communication and its role in self-reflection and goal setting. - Identify various journaling techniques and their specific purposes. - Draft a reflective journal entry or social media profile plan that incorporates personal goals and privacy safeguards.	- Analyze the content, intent, and tone of personal and social communication in various contexts. - Compose well-structured social communication (e.g., an advocacy post or narrative) tailored to a specific audience and purpose. - Apply culturally appropriate verbal and non-verbal strategies to promote inclusive engagement.
Learner Context:	The learners in Grade 11-Tambayan are digitally native and highly active on social media platforms, showing great interest in personal branding and online identity. While they are expressive, many struggle with articulating deep reflections, often focusing more on the performative aspects of communication rather than internal growth. There is an observed range of English proficiency levels, and several students require specific accommodations such as visual aids and simplified text due to varying learning paces. A recurring barrier is the lack of awareness regarding the long-term implications of data privacy and the distinction between private self-talk and public presence.	The learners generally perform well in casual interpersonal interactions but find it challenging to transition to formal or social advocacy communication. Strengths include their passionate engagement with social issues like environmental protection and mental health. However, a barrier identified is a tendency to use informal language in inappropriate contexts and a difficulty in structuring coherent arguments. A few learners with learning accommodations show better engagement when tasks are broken down into multimodal options, such as using visuals or recorded speech instead of purely written essays.
Learning Experience. A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.		
Pre-Lesson:	Shark and Dolphin Thoughts: Students categorize their internal responses to mistakes into 'Shark Thoughts' (unhelpful/negative) and 'Dolphin Thoughts' (helpful/positive) to visualize the concept of self-talk.	Mixed Messages: The teacher reads the same phrase ('I am glad you are here') three times with different tones and body language (warm, sarcastic, bored), and students guess the intended meaning.
Flow:	Nature Walking (Scaffolding): Students take a 5-minute silent walk around the school garden to immerse in sensory	Talk Show Analysis (Active Retrieval): Students watch a clip of an advocacy-based interview (e.g., climate change or

	experiences, followed by 10 minutes of free-writing in their journals. ● Direct Instruction: Using a slide presentation, the teacher defines intrapersonal communication and presents the '6 Journaling Techniques' (Reflective, Gratitude, Dream, Art, etc.) to provide options for self-expression. ● Privacy Patrol (Checks for Understanding): Students analyze a sample social media profile and identify 'Red Flags' where personal privacy is compromised, applying the 'Think Before You Post' code. ● Mirror Motivation (Social Learning): In pairs, students share one 'Dolphin Thought' they want to anchor their goals on for the semester, fostering a supportive classroom environment.	community service). Using a graphic organizer, they identify the speaker's perspective, tone, and intended audience. ● Interactive Lecture: Discussion on social communication elements: inclusive discourse, ethical communication, and the use of cohesive devices to ensure flow in narratives and arguments. ● Advocacy Campaign (Inclusion/Social Learning): In groups, students select a 'Task Card' (e.g., Bullying Prevention, Environmental Awareness, or Mental Wellness) to create a short advocacy piece—either a script for a video, a poster, or a social media caption. ● Convo Frame (Scaffolding): Groups role-play a scenario where they must resolve a conflict or pitch an idea using 'Politeness Markers' and 'Conversation Management Signals.'
Learning Resources:	● PowerPoint/Slide Presentation on Intrapersonal Communication ● Psych2Go: 6 Journaling Techniques (YouTube Video) ● Youth Online Safety Fact Sheets on Data Privacy ● Journal Notebooks	● Laptop and Projector ● Video Clips of International/Local Talk Shows (e.g., Fast Talk or UN Speeches) ● Advocacy Task Cards and Performance Rubrics ● Graphic Organizers (Conversation Mapping Web)
Opportunities for integration:	● Values Education: Focus on self-integrity and the importance of mental well-being through positive self-talk. ● Digital Literacy: Integration of online safety and data privacy protocols.	● Araling Panlipunan: Integration of community issues and social responsibility. ● Arts: Multimodal composition through poster making and visual advocacy.
Assessment. Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction throughout the entire session.		
Formative Assessment:	● One-Minute Reflection: Students respond to the prompt: 'What does winning in life look like to me, and how does my current online presence reflect my values?' ● Privacy Checklist: A quick exit slip where students list three strategies they will use to safeguard their digital journals or profiles.	● Pick & Post: Students write one key element of communication they will start using consciously (e.g., active listening, polite disagreement) on a sticky note and post it on the classroom 'Advocacy Board.' ● Peer Checklist: Groups use a simple checklist to evaluate each other's advocacy pieces based on respect, inclusivity, and clarity of intent.
Ways Forward. Meaningful learning can also happen beyond the classroom – for both the learners and the teacher. Pause and reflect on what happened today.		

Extended learning opportunities:	Students are encouraged to start a 'Gratitude Log' for the next three days, writing down three positive things that happened to them each day to practice consistent intrapersonal dialogue.	Digital Advocacy: Students refine their group advocacy piece into a final version to be 'mock-posted' or presented in a gallery walk during the next session, focusing on the use of inclusive language.
Reflections:	- How did the students respond to the silent nature walk? Did it effectively lower the affective filter for reflective writing? - Which journaling type was most popular among the diverse learners in Tambayan?	- Were the advocacy topics relatable to the specific context of Grade 11-Tambayan? - How effectively did the 'Mixed Messages' activity bridge the gap between understanding tone and applying it in writing?